

Newspaper Clips

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July 4

Statesman ND 04.07.2016 P-6

NDRF TRAINS OVER 1 LAKH ACROSS INDIA

PRESS TRUST OF INDIA

New Delhi, 3 July

With an aim to create resilience and prepare better against disasters, the NDRF has trained a record over 1 lakh people across the country within a month to effectively respond and undertake the basic do's and don'ts during man-made or natural emergencies.

The feat was achieved between June 1 to 30 as part of a special initiative when instructors and trainers of the National Disaster Response Force reached 482 villages, towns and cities to sensitise people about disasters that occur specifically in these areas and also in general.

"The aim of this first-of-its-kind exercise was to sensitise the vulnerable sections against disasters and bring about a sense of community capacity building.

"Every year we see a number of calamities happening in the country like floods and earthquakes and hence it is our belief that every

DISASTER RESILIENCE

man should be trained and prepared with basic skills to counter such challenges," NDRF director general O P Singh told PTI.

Singh, who is behind the initiative, said records show if a community is well prepared to combat such issues, the loss of life and property could be brought to a minimum as possible.

"Community awareness and sensitisation on disaster issues holds good for India. While we have reached over a lakh people in a month, many more are still left," he said.

In the month-long Community Awareness Programm (CAP), a total of 1,07,112 people in 22 states as part of 482 such sessions were trained in basic understanding of disaster management and combat by the NDRF.

The force also trained school going students as part of this initiative.

Data shows under the total peo-

ple trained, there were 3,078 senior citizens, 30,279 men and 8,521 women.

A total of 29,732 girls and 35,902 boys were also trained under the same programme.

People, as part of these sessions, were told to undertake basic vigil steps in the event of a disaster and basic medical aid help to those affected by it including other steps to evacuate and help others.

The initiative has been launched as the NDRF feels that with disasters of both small and big magnitude occurring frequently in India, it is essential that citizens are "trained" in combating both man-made and natural catastrophes.

The view has also been endorsed by a recently published IIT Delhi case study on the working of the force.

"We empower the community on a regular basis as part of our commitment which also works as our external branding. We do this when we are not tackling disasters," DG Singh said.

Deccan Herald ND 04.07.2016 P-5

IIT Jodhpur researchers produce Squalene using sand

JODHPUR, PTI: A research team at IIT Jodhpur has claimed success in using Rajasthan sand to produce 100% pure Squalene, a naturally occurring compound used by cosmetics, nutraceutical and pharmaceutical industries.

The discovery will also help curb the killing of sharks, the primary source for Squalene, and reduce the Indian industries' dependency on foreign companies for the essential hydrocarbon, the researchers said.

The researchers — Rakesh K Sharma, a Chemistry faculty, and postdoctoral fellow Vineet K Soni— succeeded in producing Squalene, using Rajasthan sand as a catalyst under a project titled "Catalytic upgrading of algal oil into transport fuel".

Squalene, a naturally occur-

ring compound helpful in treating heart disease, diabetes, arthritis and hepatitis besides use in skin care, is found in the liver of sharks but in very meagre concentration of 3%.

In low quantities, Squalene is also found in olive and palm oils.

The team, for the first time, used Rajasthan sand as a catalyst to produce 100% pure saturated hydrocarbon, Squalene.

"During our research with Rajasthan sand, we first used the sand as water-purification agent and then proceeded to put it to some industrial application because of the pillared structure of this sand and its stability at high temperature up to as high as 1,000 degree centigrade," said Sharma, an expert in catalytic agents and



reactions.

"So, we first took normal sand, homogenised it followed by its purification using water and acid and crushed it into fine powder form.

"It was then mixed with an inexpensive metal salt and the algal oil obtained from the refinery waste and heated up to 500 degree centigrade, which provided 100% saturated hydrocarbon called 'Squalene'," Sharma explained.

Assistant Registrar of IIT Jodhpur Amardeep Sharma said, "We have already filed

for the patent of this discovery and are pleased to announce that a provisional patent has been granted."

Sharma claimed this was for the first time that a research on such an important ingredient in cosmetics has taken place in the country. He said industrial queries have started pouring in due to both the compound being 100% saturated and being many times cheaper than the product available now.

The research has also found a place in a reputed European scientific journal "Chemcatcher", Sharma said, adding, "We are receiving inquiries from different industries."

The team has now proposed to crack "Squalene" into pieces to convert it into a high grade Jet fuel.

Amar Ujala ND 04.07.2016 P-10

बॉम्बे आईआईटी पहली पसंद

जेईई के शीर्ष हजार रैंकिंग वाले ज्यादातर छात्रों ने प्रवेश के लिए आईआईटी, बॉम्बे को चुना है, जबकि आईआईटी, दिल्ली छात्रों की दूसरी पसंद है।



नए आईआईटी संस्थानों में से हैदराबाद आईआईटी को शीर्ष हजार रैंकिंग वाले सर्वाधिक 19 छात्रों ने नामांकन के लिए चुना है। *आजकल-जुलाई 2016*

Indian Express ND 04.07.2016 P-12



DEV LAHIRI

SCHOOL FOR THE FUTURE

Education needs to be delinked from ideology and the job market

POST-INDEPENDENCE INDIA adopted, and to some extent, adapted an educational system bequeathed by the British to meet its own need for engineers, doctors, civil servants — a whole array of professionals who would, in the Nehrusian vision, help India catch up with the “developed” world. While we have more than succeeded in achieving that goal, the requirements of the new global marketplace are constantly being redefined. If we are to keep abreast and compete, it is vital that our education system respond appropriately.

What are the specific changes we are looking at? First of all, education must be delinked from any ideology. An education system, straggled, can never deliver the real goods. School education must also be delinked from the job market — at least in the very direct manner that it is today. The current ethos seems to be to use schools to prepare for a career, mainly in engineering and medicine. Unless this mindset changes, school education will remain a slave of the “tuition mafia”. Schools must provide a liberating experience, not a confining one. The child must be able to explore the wonderful world around, be it through poetry, math, music or history, or indeed all of them. She or he will then be equipped to make a choice of

careers, based on a real and deep understanding of the world.

This, in turn, will call for a serious re-examination of curriculum to move away from the current content and test and teacher-driven model to one that enhances curiosity, creativity, and sharpens the ability to apply that knowledge to the real world.

We will have to invest heavily in teacher-training. Teaching should be an “aspirational” career and those making that choice must be professionally trained and handsomely remunerated. Perhaps there is some merit in the idea of creating an “elite corps” like the IAS with several top-class training academies all over the country. The private sector must be encouraged, but closely monitored. Today’s investors unfortunately view a school only through the profit prism.

And if we are to fulfil our oft-declared ambition to be a global leader, we cannot afford to be steeped in the prejudices of caste, class, region and religion. To be politically, economically and civilisationally global, we will have to globalise our souls. School education is where this crusade begins. Teachers and parents together will have to be the crusaders.

Dishonesty and greed are great barriers to growth, and our education systems will

have to hammer home the fundamental truth that genuine wealth creation happens only when resources are equitably distributed. And for those who like to smoke religion for everything including greed, I can only quote my old professor, the late Randeer Singh, who often said, “I am constantly told that god helps those who help themselves. But every scripture I have read tells me that god is on the side of the helpless and the fallen!”

Along with honesty go many other attributes that make a country truly “evolved”. Simple things like observing civic niceties with regard to traffic rules, public property, environment, respecting diversity, empathy and gender sensitivity must become part of the DNA of school education and not just a boring lesson in civics book.

The time has come, as the jargon goes, to make a “paradigm shift” in the way we view school education.

Yes, we do need our doctors, engineers and lawyers. But equally, if not more importantly, we need a society based on honesty, equity and justice. It is not enough to “make a India”. We must “make good people in India”.

The writer, a teacher for nearly four decades, is ex-director, International Curriculum, Wipro Academy, USA

Dishonesty and greed are great barriers to growth, and our education systems will have to hammer home the fundamental truth that genuine wealth creation happens only when resources are equitably distributed.

Financial Express ND 04.07.2016 P-12

UGC: Under-Going Crucial reforms

Akash Sinha

For decades, students and academicians have been demanding reforms both in the functioning of the higher education regulatory body, the University Grants Commission (UGC), and higher education in general. A number of new initiatives have been announced by the UGC.

Among other things, the granting of deemed university status will be made easier. Then there are new regulations for deemed universities, according to which there will be no bar on the number of off-campus centres such institutions may set up, even as quality has to be assured. Student-specific reforms include increase in the period of maternity leaves for PhD scholars. Also, foreign-university collaboration has been made simpler for colleges and universities.

G Viswanathan, president, Education Promotion Society for India, and chancellor, VIT, Vellore, is of the opinion that some silent decisions like bringing total transparency and objectivity in the sanctioning process for new institutions would bring about a complete change in the mindset of regulatory agencies under the domain of HRD ministry. “The time

frame for academic experts to submit their reports and to completely video-graph their inspections and upload the same on the UGC website within 24 hours is going to be a big relief for the private sector,” he said.

Further, the UGC has amended regulations regarding the Academic Performance Index (API)—a mandatory requirement for universities and colleges to select and promote faculty members. API has been a controversial topic since 2010, and recently faculty at Delhi University and Jawaharlal Nehru University, among others, protested against a regulation which increased the number of teaching hours under API. Following the protests, the HRD ministry rolled back the regulation but kept a clause in which students with 75% and above attendance will have a say in teachers’ appraisals. On the protests, Prashant Bhatta, president, Manav Rachna Educational Institutions, said, “In this case, faculty members

were less than professionally prudent in blatantly opposing increase in contact hours. It gave an impression of the student community and general public that the teachers were shying away from their duty. They could have explained about their research obligations and the need for preparation

While the ongoing reforms are welcome, the UGC must also focus on providing more scholarships to women, and financial support through higher non-NET scholarships to help older scholars

work—which can be a time-consuming process—in a more cogent and acceptable manner.”

Another welcome step is increasing the period of maternity leaves for PhD scholars from 180 days to 240 days. Surinder Jaswal, deputy director, Research, Tata Institute of Social Sciences, said that TISS has always upheld the vision of supporting women in pursuing higher education. “UGC’s move to provide a 240-day maternity break would definitely encourage more women to pursue and complete higher education and research,” Jaswal said. On the proposed step towards legalising PhD programmes in distance mode so as

to enable more working people to pursue research, Jaswal added, “Yes, if it is modified to meet the requirements of working scholars through a blended mode, why not? While course work and paper writing must be mandated, other components can be completed long distance.”

At the same time, there are several areas where the UGC still needs to focus. Jaswal believes that providing more scholarships, particularly to women, and financial support through higher non-NET scholarships to help older scholars is needed. “More infrastructural support such as hostels, library and grants for attending and presenting in conferences and seminars for doctoral scholars as well as financial support to young faculty to undertake research and research dissemination are some areas where the UGC needs to work,” added Jaswal.

Clearly, even as the HRD ministry’s efforts signal a better future for India—the New Education Policy is also on the anvil—regulatory bodies, including the UGC and the AICTE, must work as true enablers of such initiatives.

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New Education Policy 2016

Skilling the gaping holes

The New Education Policy can help bridge the skills gap by making certain skills an integral part of the curricula. It must also make practical training mandatory



SANJEEV DUGGAL

REVIVAL and rejuvenation is the primary objective of the laboriously drafted New Education Policy (NEP) 2016. The Indian higher education landscape, plagued with its own set of woes, needs a paradigm shift and policy push to mark its presence in the global arena. The existing state of affairs of these learning spaces is not a hush-hush tale; colossal vacancies in teaching positions, little emphasis on research with skewed funding and questionable employability of higher education graduates are glaring as in the face, with only 42% of the current youth being considered into the fully employable category.

The last decade has seen debates, discussions and deliberations on the demographic dividend the country has with the youngest working population in the world. Numbers support this growth—India is gearing up to add 81% of the global labour growth in the coming times. The demand for quality higher education and the subsequent jobs is set to go north, with the UNDP figures predicting it to touch a billion by 2050.

But these burgeoning numbers will serve no purpose if they do not obtain the skills required to match the global work standards; the country is still struggling with a huge pool of low-skilled workforces. What is needed is a drastic change in the entire education paradigm to make it more suitable to the changing times. An effort has been made in this direction by the proposed draft of the NEP 2016.

Employability and current quality of education have emerged as the core concerns in this policy doctrine, and rightly so. With technological advancements bringing about colossal changes in the work environment, businesses all over are seeking workers with specific skills to harness this change to its maximum capacity. We need sincere efforts to make strong and robust linkages between higher education and skill based vocational education.

Work in progress

Led by former cabinet secretary TSR Subramanian, the Committee for Evaluation of New Education Policy has recommended a slew of measures to take the bones of Indian higher education further. Through the two volume report of 286 pages containing nearly 80 recommendations, significant interventions have been suggested. The need to overhaul the education system has been gaining momentum. Against the 4.8% global average of government spending as a percentage of GDP India has only been spending about 3.5% of its GDP to impart education to its children and youth. There is a startling disconnect between the GER, which is going north, and the quality of education in terms of student outcomes.



They often maintained that the perception of educated parents that everyone had to be either a doctor or an engineer—a hangover to the mindset of the 1960s and 1970s—has tragically hamstringing efforts at skill building at its most important stage, during school. But times are changing and the realisation has crept in that school level skilling can lead to satisfying career careers. In fact, CBSE now offers some 50 vocational courses and the school management is encouraging students to discover original or innovative talents in themselves. But there is need for more to check the increasing drop out rate at the level of primary education.

The NEP cites that though there has been an increase in GER, a large number of children drop out of school before completing primary education. Numbers depict how four out of 10 children enrolled in Class 1 leave school before finishing Class 7. The NEP has been entrusted with the challenge of going beyond the quantity and resolve the qualitative issues of the Indian education system. This move will allow more skill companion to venture into these areas with a curbed drop-out rate.

The perfect blend

A number of recommendations by the committee point towards the much-required amendments to the Right to Education (RTE) Act, 2009. With an emphasis being made to private unaided religious or linguistic minority schools in the clause, providing free education to children from economically weaker sections as the number of schools claiming religious or linguistic minority status has increased tremendously adds the spread of the holistic right.

Widening the ambit of the policy it has been suggested to set up a National Fellowship Fund to support students from economically weaker sections, for which students will be selected through a separate exam for a National Talent Scholarship Scheme after Class 12. This

The demographic dividend, if not given the treatment of skills, may simply turn into a demographic disaster. The imbalance between too few skilled workers and even fewer jobs for the medium and low-skilled workforce is pointing towards the impending disaster

fund will support tuition fees, learning material and living expenses for about 10 lakh students every year, a pull factor that will draw more and more students into the education arena.

That is not all. With an overarching view to consolidate the education system, the draft has proposed merging the small, non-visible schools, challenging the RTE Act on the neighbourhood schools for children between Class 1 and Class 5. These amendments, made with an aim to look at area-specific guidelines instead of a nationwide framework, give a breather to institutions working in poor neighbourhoods, who were facing closure threats despite their commendable work.

The bigger picture

It is important to look at outcomes of an initiative than be restricted by parameters. The amendments proposed in the RTE Act suggest that instead of parameters such as infrastructure, the government should look at "learning outcome" and amend the RTE Act. The report has suggested applying the infrastructure norms for recognition of private schools to government schools as well, without any discrimination.

The government must also look to institute suitable changes in the NEP in order to the burgeoning need of joining skill development with curriculum, to

make students more employable. We have to come out of the theoretical mindset in curriculum design and focus more on dissemination of usable skills to make our students job-ready. Improvement in teaching learning methods, periodic and enhanced industry interactions, and emphasis on practical aspects of subjects are a few steps that can be initiated by individual institutions. The main challenge is to create an education system that promotes and ensures continuous learning.

Even as the student skills are worked upon, we have to focus on the number and skill sets of teachers. With over 7.7 lakh teaching posts lying vacant across central and state government schools, the existing ones are burdened to deal with a large number of students, compromising on the quality of teaching. As suggested by the committee, a PhD for teachers at undergraduate level may not be necessary. Instead, the pedagogic merit should be taken into consideration. To curtail the shortage of teachers, it has been proposed to initiate integrated teacher training courses after 10-2, funded by the state, to keep interested candidates close to the profession.

The demographic dividend, if not given the treatment of skills, may simply turn into a demographic disaster. The imbalance between too few skilled workers and fewer jobs for the medium and low-skilled workforce is pointing towards the impending disaster. The NEP can help bridge this gap by making skills an integral part of the curricula and make practical training mandatory in the education curriculum. These recommendations have come at a time when the entire education ecosystem is undergoing a paradigm shift, and if followed and implemented in the right earnest and spirit, it can reap the best out of the demographic dividend the nation has been banking upon.

The author is CEO & MD, Centum Learning

Specialised MBAs

Broader is better

By moving away from the general, and towards the fragmented, the MBA runs the risk of damaging its reputation

One hundred and eight years after the first MBA students stepped into a classroom at Harvard University, most people agree that the programme, while hardly on its last legs, is in a state of maturity. The question is whether it needs to change itself to remain relevant.

For some, the future lies in MBAs that focus on increasingly narrow sectors of business, such as hospitality revenue management or thoroughbred horse racing (offered by business schools in Liverpool and Charleston, respectively). These hyper-specialised MBAs may have their place in business education. But some academics fear they have grown too fast, to the potential detriment of business as a whole.

Andrea Masini, associate dean of HEC Paris's business school, says there is still a need for Jacks-of-all-trades at the senior level of firms; executives who are able to oversee those with more

continue to grow in popularity. Mr Masini is aware of the dilemma. HEC Paris itself has strong ties with the French luxury and energy sectors. But, he explains, the world is increasingly complex and heterogeneous. Business needs people able to handle that complexity; skills that come, he believes, with a solid educational base garnered from a generalised MBA.

Specialised MBAs risk placing people in silos, he says, and go against the original purpose of the degree: to help those who have gained specialised knowledge in a certain field to move into a more general management position.

Stefano Caselli, vice-rector of international affairs at Bocconi University in Italy, raises a different concern. By moving away from the general, and towards the fragmented, the MBA runs the risk of damaging its reputation. Masters of Science degrees in business disciplines have become more popular over the past decade and more, and are now many top universities' flagship programmes. Running a niche MBA in finance, for example, will put it into direct competition with an MSc in finance, he says. The MBA may lose out.

"The concept of MBAs is to create top quality managers in many areas of management," Mr Caselli says. To specialise in an MBA is to ignore that. MBAs in specific topics are useful, but chasing the trends can sometimes do more damage than good. The business school world is highly competitive, and institutions must do what they can to differentiate themselves from rivals in a crowded market. But they must also be aware that they are the supply chain for the managers of tomorrow, and must not lose sight of the requirements of executive boards. Knowing everything about the thoroughbred horse racing industry has its uses, as long as that is not at the expense of learning how to run a balance sheet.

For some, the future lies in MBAs that focus on increasingly narrow sectors of business, such as hospitality revenue management or thoroughbred horse racing (offered by business schools in Liverpool and Charleston, respectively). These hyper-specialised MBAs may have their place in business education

specialised knowledge. The move towards MBA programmes that are narrower in focus, he thinks, runs the risk of leaving organisations without a generation of bosses able to manage those in the middle tiers.

Yet these "MBAs in something" con-

—The Economist

July 3

Dainik Jagran ND 03.07.2016 P-2

निदेशकों के साथ बैठक, आईआईटी से गठजोड़ पर विचार कर रहा परिवहन मंत्रालय: गडकरी

नई दिल्ली | सड़क परिवहन एवं राजमार्ग मंत्रालय अपनी बुनियादी ढांचा परियोजनाओं में भारतीय प्रौद्योगिकी



संस्थान (आईआईटी) की विशेषज्ञता का इस्तेमाल करने पर विचार कर रहा है। सड़क परिवहन एवं राजमार्ग मंत्री नितिन गडकरी ने इस दिशा में पहल करते हुए शुक्रवार को मानव संसाधन एवं विकास मंत्रालय के

वरिष्ठ अधिकारियों तथा कई आईआईटी के निदेशकों के साथ बैठक की। अधिकारियों ने बताया कि बैठक में प्रतिष्ठित प्रौद्योगिकी तथा इंजीनियरिंग संस्थानों की विशेषज्ञता का इस्तेमाल करने पर विचार हुआ, जिससे सड़क परिवहन क्षेत्र की परियोजनाओं का क्रियान्वयन बेहतर तरीके से किया जा सके। गडकरी ने ट्वीट किया कि सभी आईआईटी निदेशकों के साथ बैठक की। बैठक में सड़क परिवहन एवं राजमार्ग मंत्रालय के साथ उनके गठबंधन करने की योजना पर विचार हुआ।

Dainik Tribune ND 03.07.2016

P-1

अब खुश रहने का सबक भी पढ़ाएगा आईआईटी

कोलकाता, 2 जुलाई (एजेन्सी)

इंजीनियरिंग पढ़ाने वाला आईआईटी खड़गपुर अब खुश रहने का सबक भी पढ़ाएगा। यह अपने विद्यार्थियों को सकारात्मक सोच पैदा करने का हुनर सिखाएगा। उन्हें खुशियां सोचने की सहायता समुदाएगा। इसके लिए कैम्पस में 'रेखी सेंटर फॉर साइंस ऑफ हैपीनेस' खोलने का फैसला किया गया। इसका नाम इंस्टीट्यूट के एलुमनी सतिंदर सिंह रेखी के नाम पर ही रखा जा रहा है। रेखी ही इसके चेयरमैन होंगे। आईआईटी खड़गपुर के डायरेक्टर प्रो. प्रविण चक्रवर्ती के मुताबिक रेखी से बाल्यक के दौरान ही यह अनूठा सेंटर बनाने के विचार का जन्म हुआ। इस सेंटर का मकसद होगा स्टूडेंट्स में 'पॉजिटिव साइकोलॉजी' को बढ़ावा देना। इसके लिए कई विशेषज्ञों को साथ जोड़ा जाएगा। उम्मीद है कि यह सेंटर अगले 3 साल तक शुरू हो जाएगा। इस अभियान से जुड़े लोगों का दावा है कि यह सेंटर एक अनूठी शुरुआत है। बताया गया कि यह फेड शोध के साथ ही खुश रहने के लिए एक माहौल भी विकसित करेगा। खुश रहना सिखाने के मकसद से पहली कार्यशाला अगले महीने होगी।

Sunday Guardian ND 03.04.2016 P-3

DRAFT POLICY

New education policy under-utilises technology: Experts

AREEBA FALAK
NEW DELHI

The Ministry of Human Resource Development (MHRD) has released the recommendations for the draft National Education Policy (NEP) and the document titled "Some Inputs for Draft National Education Policy 2016" has been made public on the www.mgsv.in website for people to review and to share opinions. However, some experts said that the NEP lacks in identifying opportunities for specific technological advancements that can be introduced in the Indian education system. Questions have also been raised by some about the transparency of the consultation process.

Lokesh Mehra, vice-president, Centre for Education Growth and Research, and also the director for education services, Symantec, said,

"From an IT background perspective, I find that some important issues have not been addressed. Technology has introduced several useful aids into classroom teaching like BOYD (Bring Your Own Device), mobile learning, Flipped classroom etc., which the report has failed to recognise. While District Information System for Education (DISI) has been given required attention, there is no mention of data privacy."

Mehra added, "The usage of Information and Communication Technology (ICT) has failed to identify the needs of differently-abled students. For example, the website of MHRD and other affiliated institutions like UGC, NET etc., lack accessibility for the visually impaired. Also, ICT capacity building of teachers should be at par with UNESCO's standards. There is no recognition of

the need to manage e-waste in education institutions. Our youth needs skill training that can be recognised across borders so that there is ease in migration. On the subject of Distance Education (DE), the report is surprisingly mute. At present, institutes cannot open DE centres outside their states which hampers the whole cause of DE."

Mehra suggested that the ministry should try to think out-of-the-box. "A student lifestyle management system can be introduced that can facilitate issuing digital identification cards to students. Another important need that the MHRD must acknowledge is to bring in a policy to ensure cyber security in educational institutions and deter students from misusing the web," Mehra said.

On the issue of transparency, the State Platform for Common School System, an

organisation of senior educational activists, had apparently questioned the validity of the consultations that the ministry undertook at the grassroots level in gram panchayats, district and blocks.

Former Cabinet Secretary and NEP 2016 drafting committee's head T.S.R. Subramanian said, "The committee cannot be held responsible for ensuring transparency in the process because this is the ministry's job. The committee only worked with the inputs that the MHRD collected through a consultation process. The process of consulting grassroots level stakeholders had already been started by the MHRD before the committee was formed."

Hinting at differences in the drafting committee's recommendations and the ministry's published inputs, Subramanian added, "Mem-

bers of the committee had gone to different states and met various educationists to collect inputs. Our job was to understand those inputs and file recommendations and we have delivered that. How the ministry interprets them and uses them to make the final policy is their discretion."

The mgsv.in website has so far received over 200 submissions from the general public giving feedback on the inputs for draft NEP 2016.

Some of the most common suggestions included the demand to revamp the curriculum to increase the visibility of Indian personalities representing various communities, banishing the module that encourages rote learning, making students "politically" and "morally" conscious, de-commercialising school education and requested reforms in the fees structure.

July 2

Dainik Jagran ND 02.07.2016 P-1

उपलब्धि : आइआइटी दिल्ली, एम्स ने मिलकर किया शोध, मिले उत्साहवर्धक परिणाम

लार से हो सकेगी डायबिटीज की जांच

रुडिजव सिंह, नई दिल्ली

लार से डायबिटीज (मधुमेह) की जांचगी तेजी से कर रही है। इसे ध्यान में रखते हुए आइआइटी दिल्ली और एम्स के शोधियों ने मिलकर डायबिटीज की जांच के लिए एक खास तरह की तकनीक इजाजत की है। इसमें मरीज के लार की जांच की जाती है और लार या बूक से ही जांच हो सकेगी। इस तकनीक से डायबिटीज की जांच न सिर्फ आसान हो जाएगी, यह सस्ती भी होगी।

आइआइटी दिल्ली के बायोटेक्निकल इंजीनियरिंग सेंटर और एम्स के एंडोक्रिनोलॉजी व मेटाबोलिकल इंजीनियरिंग विभाग के शोधियों ने मिलकर इस पर शोध कर रहे हैं। बूक से डायबिटीज की जांच के लिए एक खास तरह की मशीन का इस्तेमाल होगा। इसे आइआइटी, दिल्ली ने तैयार किया है। सुनाइटी उपकरण के परिणाम उत्साहजनक हैं। शोध में शामिल शोधियों का कहना है कि बीमारी के बढ़ते प्रभाव के कारण दुनिया भर में डायबिटीज की जांच की जांच बढ़ाने के लिए शोध हो रहे हैं। तबकि इसकी जांच सुविधा और बिना परेशानी के हो सके। मौजूदा समय में डायबिटीज की जांच के लिए ब्लूड सैंपल करना मुश्किल होता है। शोधियों का कहना है कि यह तकनीक भी आसान है, लेकिन ब्लूड या यूरिन से जांच को संभव



अब जांच न सिर्फ आसान हो जाएगी पहले से सस्ती भी होगी

देश में 6.2 करोड़ डायबिटीज के मरीज

डायबिटीज की बीमारी भारत सहित दुनिया भर में बढ़ रही है। देश में करीब 6.2 करोड़ लोग इस बीमारी से पीड़ित हैं। आसाम जहां जा रही है कि वर्ष 2025 तक देश में डायबिटीज पीड़ितों की संख्या 10 करोड़ की करन जाएगी और भारत डायबिटीज का कैपिटल बन जाएगा।



होने का खतरा रहता है। इसलिए ऐसी तकनीक की जरूरत है, जो आसान हो और उसमें किसी तरह का खतरा भी न हो। बूक में ऐसे सामान, खाद्य पदार्थ आदि होते हैं जो रक्त में चर रहते हैं। इसलिए दोनों संस्थानों ने मिलकर बूक से डायबिटीज की जांच पर शोध शुरू किया। 175 लोगों का सैंपल लेकर परीक्षण भी किया गया है। इसमें 67 स्वस्थ और 88 डायबिटीज के मरीज थे। बूक के समय खाली पेट रैपिड जांच के लिए लिया गया। जांच में पाया गया कि बूक से डायबिटीज की जांच 85 फीसद कारगर है।

एम्स के एंडोक्रिनोलॉजी विभाग के अतिरिक्त प्रोफेसर डॉ. राजेश खट्टावापत ने कहा कि एक मरीज विकसित की गई है। इसके जरिये बूक के सैमपल में ग्लूकोज, फोर्टेसिम, सोडियम, कैल्शियम अलग-अलग की जांच की गई। शोध के परिणाम बेहतर आए हैं। आइआइटी, दिल्ली की एक पोएचडी छात्रा इस पर शोध कर रही है। आइआइटी, दिल्ली की प्रोफेसर डॉ. रोज आनंद ने कहा कि इस पर आगे भी शोध चल रहा है, तबकि यह आम लोगों की जांच के लिए उपलब्ध हो सके।

Times of India ND 02.07.2016 P-13

IIT-Kgp to set up lab in search of formula for happiness, positivity

1st Workshop Likely To Be Held In Aug

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Kolkata: Wouldn't it be wonderful if happiness were an equation? A definite LHS = RHS, and presto you are happy? IIT-Kharagpur is setting out to do just that.

Some 2,500 years after Socrates stunned Athenians by declaring that happiness can be "achieved" by human effort, India's oldest IIT is in pursuit of cracking the happiness code. Through its seat of excellence — 'Rekhi Centre for Science of Happiness', named after its alumnus Sa-



The institute will offer a certificate course on happiness and positive psychology

tinder Singh Rekhi — it aims to promote "happiness and positive psychology" among its students to begin with. And yes, you can do a certificate course here and take your CV a happy notch higher.

"All human beings have one common goal — to live a happy and meaningful life. We live in a stressful world with a web of complexities where we are pushed to our emotional limits. The upco-

ming centre is a unique initiative that will research and help develop an ecosystem of happy and successful KGPians who become effective leaders, innovative engineers, caring employers, smarter and creative employees," Rekhi told TOI.

This feel-good factor will expand from KGPians to the people they touch, thus growing exponentially and improving society, he says.

It was a conversation with IIT-Kgp director Partha Pratim Chakrabarti that inspired Rekhi to do something to "assess and improve students' sense of happiness". "This led to the idea of setting up a dedicated centre to promote science of happiness," said the IIT-Kgp director. "Research is needed to truly understand the underlying facets of this multidimensional domain through a convergence of psycholo-

gists, neuroscientists, cognitive scientists, management experts, sociologists, humanities scholars, engineers who measure various kinds of human signals as well as academics who wish to develop this into a holistic learning framework."

In addition to sponsoring the centre, Rekhi will be its chairman. It will cost \$1 million to set up the centre over a period of three years.

Space for the centre has been marked out and construction will start soon, sources say. The first international workshop on the 'Science of Happiness' could be held as early as August 2016. The centre will pursue its goals through courses, research and ground activities on and off campus.

Deccan Herald ND 02.07.2016 P-5

Super 30 founder gets teaching offer from MIT's online initiative

PATNA: Super 30 founder Anand Kumar has got an invite from MIT in the USA to join their open online initiative for teaching mathematics.

Kumar has got the offer from edX, a massive open online course (MOOC) provider and an initiative of Massachusetts Institute of Technology (MIT) and Harvard University, to be part of it, a statement by Super 30 said here on Friday.

EdX hosts online university-level courses in a wide range of disciplines, including some free of cost, for students world-wide in English, Mandarin, French and Spanish.

It also conducts research into learning based on how people use its platform.

Anant Agarwal, Professor, MIT, has written to Kumar as to how his Super 30 initiative



Anand Kumar

was similar to edX and the two by working together could reach out to more and more students.

"We would be delighted to explore how we might be able to work together by taking your Super 30 content onto our platform," the MIT professor said.

"EdX is trying to accomplish goals similar to yours by providing opportunity and leveling the educational playing field for millions of students in India

and around the world," he added.

Kumar said it was an honour that institutions like MIT were taking note of his initiative.

"It is nice to hear that they too are working for underprivileged students across the globe and making available quality content to them," Kumar, who himself could not go to Cambridge University for want of money, added.

Kumar has been running Super 30, an initiative to mentor students from underprivileged sections free of cost for IIT JEE.

The program has recorded success for the last 14 years by helping more than 325 poor students crack IIT since 2002. This year 28 out of 30 students of Super 30 got into IIT.

PTI

गेट के लिए आवेदन एक सितंबर से

ध्यान रखें

नई दिल्ली | तटिष्ठ संवाददाता

आईआईटी समेत इंडियन इंस्टीट्यूट ऑफ साइंस आदि प्रतिष्ठित संस्थानों में दाखिले के लिए ग्रेजुएट एंटीड्यूट टेस्ट इन इंजीनियरिंग (गेट) का कार्यक्रम घोषित हो गया। एक सितंबर से www.gate.iitr.ernet.in पर ऑनलाइन आवेदन शुरू होगा। 04-05 फरवरी और 11-12 (2017) फरवरी को ऑनलाइन परीक्षा होगी।

04 अक्टूबर 2016 आवेदन की अंतिम तारीख है। 27 मार्च को परिणाम जारी होगा। छात्र को वेबसाइट पर परीक्षा का केंद्र यानी शहर का चुनाव करना

कार्यक्रम घोषित

- 4 अक्टूबर 2016 आवेदन की अंतिम तारीख है
- छात्र को वेबसाइट पर परीक्षा केंद्र का चुनाव करना होगा

होगा। इसमें बदलाव किया जा सकता है, लेकिन बदलाव केवल 16 नवंबर तक ही किया जा सकेगा। आवेदकों को इस बात का ध्यान रखना होगा कि वे आवेदन फॉर्म या किसी भी दस्तावेज की हार्ड कॉपी आईआईएससी या किसी भी आईआईटी के जूनल गेट कार्यालय में न भेजें।

गेट के जानकार और टाइम के अध्यक्ष एमवी रेड्डी का कहना है कि इस टेस्ट का स्कोर न सिर्फ आईआईटी

आदि संस्थानों में एमटेक के द्वार खोलता है बल्कि 40 पीएसयू यानी सरकारी कंपनियों भी इस टेस्ट के स्कोर के आधार पर भर्ती करती हैं। इसको आहमियत के चलते पिछले साल 8.18 लाख छात्रों ने गेट की परीक्षा दी थी। उम्मीद है कि इस वर्ष यह आंकड़ा बढ़ सकता है।

बता दें कि परीक्षा के दौरान परीक्षार्थियों को ऑनलाइन वर्चुअल कैलकुलेटर उपलब्ध कराया जाएगा। फिजिकल कैलकुलेटर लाने की अनुमति छात्रों को नहीं दी जाएगी। एमवी रेड्डी ने बताया कि ऑनलाइन वर्चुअल कैलकुलेटर का अभ्यास गेट की वेबसाइट पर किया जा सकता है। इस परीक्षा के जरिए एमटेक या एमई कोर्स में दाखिला होता है।